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ABSTRACT

This final report summarizes the 2003 National Teacher Education Institute (TEI) for Career and Technical Teacher Education (CTTE). The theme of the Institute was "Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers." The 118 participants included representatives from colleges and universities, community colleges, K-12 schools, regional and state education agencies, national organizations, state teaching certification/licensing agencies, labor groups, business and industry, community organizations, and educational consultants. The institute was organized around the following four program strands: (1) increasing the academic and technical achievement of teacher candidates; (2) designing career and technical teacher education programs that work; (3) increasing collaboration and flexibility; and (4) providing options for increasing the supply of teachers/faculty. Four types of sessions individual papers, roundtables, poster displays, and symposia were convened to discuss the strands, and the issues, program implications, and policy implications raised for each strand are summarized in the report. Appendices include a TEI 2003 schedule of events/agenda, a list of participants, an evaluation of 2003 TEI, and a TEI evaluation form. Contains two figures, four tables, and eight references. (MO)

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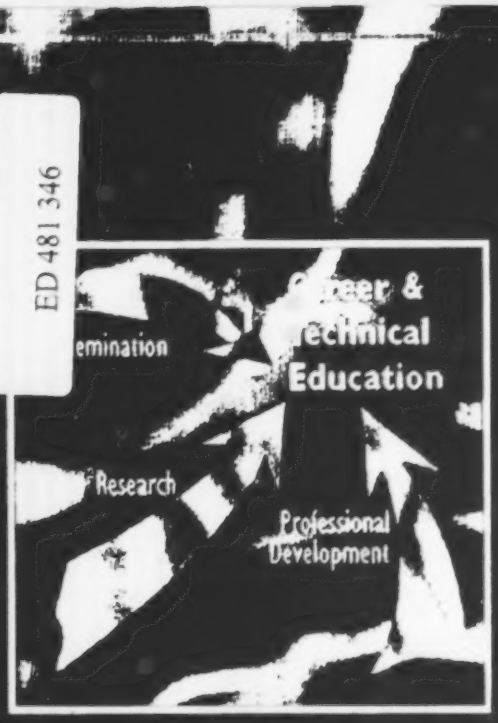

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2003 National Career And Technical Teacher Education Institute

Final Report

CTE
CAREER & TECHNICAL EDUCATION

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National Dissemination Center for Career and Technical Education
The Ohio State University

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2003 National Career and Technical Teacher Education Institute: Final Report

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EXECUTIVE SUMMARY

The 2003 National Teacher Education Institute for Career and Technical Teacher Education (CTTE) was held in Scottsdale AZ on February 3–5, 2003. The theme of the Institute was *Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers.* Participants included 118 individuals from 28 states and two foreign countries (Kenya and Singapore), and included representatives from entities such as: colleges and universities, community colleges, K–12 schools, regional education agencies, state education agencies, national organizations, state teaching certification/licensing agencies, labor groups, business and industry, community organizations, and educational consultants. The Institute was organized around four program strands: Increasing the Academic and Technical Achievement of Teacher Candidates, Designing Career and Technical Teacher Education Programs that Work, Increasing Collaboration and Flexibility, and Providing Options for Increasing the Supply of Teachers/Faculty.

A total of 45 proposals were solicited and submitted via the National Centers for Career and Technical Education (NCCTE) web site (http://www.nccte.org). A peer review process was conducted on each proposal. Three peer reviewers evaluated each proposal based on the following criteria: Session format, session topic, quality, clarity, and institute participant-centeredness. The peer review resulted in 32 proposals accepted for presentation, which were then grouped by session format and strand.

There were four types of sessions at the Institute: Individual Papers, Roundtables, Poster Displays, and Symposia. Individual Papers were based on the four program strands and allowed participants to share their work. A discussant reviewed each presentation and encouraged interaction among the session attendees. Roundtables provided attendees the opportunities to engage in discussions and exploration of work in larger contexts. The work presented was at a stage where the author(s) benefited from feedback and critical input before taking on the next level of developmental work. Poster Displays provided the opportunity for participants to share exciting developments regarding innovative teacher education and professional development activities being conducted in their programs, departments, schools, and colleges. Poster displays allowed for information to be presented concisely and visually for viewers to take in quickly. Selected posters were displayed throughout the Institute. Symposia provided an opportunity for a session organizer to submit a proposal in which multiple presenters delivered a diverse range of viewpoints on an issue of major importance or an in-depth description of a major issue or practice. These sessions were devoted to presenting alternative views and encouraging participant interaction.

Upon conclusion of the paper presentations and symposia, time was allocated for reflection and dialogue regarding the information that had been shared in each of the strands. These sessions provided participants the opportunity for summarizing what had been shared, identifying issues for each strand, and determining implications for policy and practice that should be addressed.

Discussion groups provided summary recommendations for each strand, such as:

- *Increasing Academic and Technical Achievement of Teacher Candidates*
  - Sample recommendation: Recognize the importance of both technical skills and pedagogy in the preparation of teachers, and include both in teacher development programs.
- *Increasing Collaboration and Flexibility*
  - Sample recommendation: Build relationships and credits acceptance among the agencies providing CTTE.
- *Providing Options for Increasing the Supply of Teachers/Faculty*
  - Sample recommendation: Increase the role of these agencies and technical or community colleges in the preparation of CTE teachers.
- *Designing Career and Technical Teacher Education Programs that Work*
  - Sample recommendation: Structure alternative pathways to teacher certification/licensure

Overall, participants rated the Institute high (4.5 on a 5–point scale). Among the participant comments regarding the benefits of the meeting were the following: "The opportunity to learn, to the point of evaluation, of the teacher development program at my university. I found 'the academics and technical achievement of teacher candidates' very helpful as I continually update curriculum in my program." "Good research-based information." "Quality research-based practices/sharing." "The opportunity to learn about issues and initiatives around the country (and world)." "I appreciated the methodical effort implemented to select presentations and place them within excellent themes."

TABLE OF CONTENTS

EXECUTIVE SUMMARY iii

INTRODUCTION 1

DESCRIPTION OF INSTITUTE 7

ISSUES OF IMPLICATIONS 9

EVALUATION 12

REFERENCES 13

APPENDIXES 15

Appendix A: Request for Peer Reviewers 17

Appendix B: Reviewer Letter 19

Appendix C: NCTTEI Proposal Evaluation Form 21

Appendix D: Thank You Form Letter 23

Appendix E: TEI 2003 Schedule of Events/Agenda 25

Appendix F: List of Participants 31

Appendix G: Evaluation of 2003 NCTTEI 37

Appendix H: NCTTEI Evaluation Form 49

LISTS OF TABLES

Table 1 Demographic Characteristics of the Respondents 38

Table 2 Survey Results of the Scaled Items.....40

Table 3 List of Responses to Open-Ended Question 7 43

Table 4 List of Responses to Open-Ended Question 8 45

LIST OF FIGURES

Figure 1 Relationship of the Requirements of the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 and the No Child Left Behind Act of 2001 5

Figure 2 The relationship between the indicators of performance requirements in the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 and the basic principles of the No Child Left Behind Act of 2001. 6

INTRODUCTION

Career and Technical Education is facing a rapidly changing external and internal environment. Rojewski (2002) reported, "work, family, and community life, coupled with persistent calls for educational reform over the past several decades, present numerous challenges to professionals in career and technical education" (p. 1). The factors in the external and internal environments require constant attention as career and technical education programs are planned, implemented, and evaluated.

In attempting to keep up-to-date, career and technical teacher educators must find time to examine, analyze, discuss, and evaluate issues and concerns related to their policies and practices. Hawley and Valli (2000, August) indicated "a learner-centered model of professional development is gradually taking hold that recognizes schools as complex organizations, learning as an interactive process, and teachers as competent learners" (p. 1).

Creating change in teacher education requires leaders who can see the future, understand the changing demographics, identify the needs of future workers, and promote educational reform. Unfortunately, career and technical teacher educators are in short supply, and fewer people are being prepared for these positions.

Wenglinsky (2000) studied the link between student achievement and three aspects of teacher quality in the teaching of 8th-grade mathematics and science: ... what teachers do in the classroom, ... professional development in support of these activities, and... non-classroom aspects such as teacher education levels. He found that students whose teachers emphasized higher order thinking skills, small-group instruction, and hands-on learning activities outperformed their peers. Wenglinsky also found "that teachers who receive rich and sustained professional development generally, and professional development geared toward higher order thinking skills and concrete activities such as laboratories particularly, are more likely to engage in effective classroom practices" (p. 32).

Wilson, Floden, and Ferrini-Mundy (2001, February) examined more than 300 published research reports about teacher preparation, and found 57 that met their criteria for inclusion required a direct relationship to one of the following five questions: (a) What kind of subject matter preparation, and how much of it, do prospective teachers need? Are there differences by grade level? Are there differences by subject area? (b) What kinds of pedagogical preparation, and how much of it, do prospective teachers need? Are there differences by grade level? Are there differences by subject area? (c) What kinds, timing, and amount of clinical training ("student teaching") best equip prospective teachers for classroom practice? (d) What policies and strategies have been used successfully by states, universities, school districts, and other organizations to improve and sustain the quality of pre-service teacher education? (e) What are the components and characteristics of high-quality alternative certification programs? Wilson, Floden, and Ferrini-Mundy reported a positive connection between teachers' preparation in their subject matter and their performance and impact in the classroom. However, little definitive research has been conducted on the kind or amount of subject-matter preparation. In regard to pedagogical preparation, studies reinforced the view that pedagogical aspects of teacher preparation are critical—both for their effects on teaching practice and their ultimate impact on student achievement. Wilson, Floden, and Ferrini-Mundy also reported that field experiences too

often are disconnected from, or not well coordinated with, the university-based components of teacher education. Prospective teachers' conceptions of the teaching and learning of subject matter can be transformed through their observations and analyses of what goes on in real classrooms. In the area of policy and strategies used to improve and sustain the quality of pre-service teacher education, too few studies have been conducted to make confident statements. Wilson, Floden, and Ferrini-Mundy found that alternative-route programs have been successful in recruiting a diverse pool of teachers; however, they have a mixed record in attracting the "best and brightest," and background in subject matter alone is not enough to prepare new teachers.

The effectiveness of teacher education programs in institutions of higher education has been discussed extensively, and opinions vary widely. Groups such as the Thomas B. Fordham Foundation (1999) indicate that teacher education institutions (TEIs) are largely ineffective. The National Commission on Teaching and America's Future original recommendations (1996), on the other hand, are complimentary of TEIs. Undoubtedly, TEIs are neither all effective nor all ineffective–but some are more effective than others.

Wenglinsky (2000) examined the relationship of TEIs and schools, colleges, and departments of education housed in higher education institutions to students' Praxis II scores, primarily from the Southeastern United States. He concluded that, "institutions of higher education are appropriate as sites for teacher preparation" (p. 32). He also concluded that teacher education institutions should "place greater emphasis on content areas and less on preparation in professional knowledge" (p. 32). Wenglinsky also stated, "until all TEIs operate at a high level, policymakers need to facilitate access to high-quality TEIs for students from less advantaged backgrounds" (p. 33). Lastly, Wenglinsky recommended that future reform efforts in teacher education "need to be based on research that links teacher preparation practices to teacher effectiveness and other desired outcomes" (p. 33). Drew Gitomer, vice president of the Research Division of Educational Testing Service, stated in the preface that "Wenglinsky's results make clear once again that teaching requires a mastery of both content and pedagogy, and that one at the exclusion of the other is insufficient" (p. 3).

A similar case could be made for career and technical teacher education. First, little is known about what makes a good career and technical education teacher and how that teacher contributes to academic and technical achievement. Second, an inadequate knowledge base is available regarding what the career and technical education teacher does in the classroom. Finally, there is little in the literature regarding what constitutes an effective career and technical teacher education program.

The 2003 National Career and Technical Education Teacher Education Institute, under the auspices of the Professional Development Academy, was one of the activities conducted by the National Dissemination Center for Career and Technical Education. The National Dissemination Center for Career and Technical Education was authorized by the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998. The activities of the Professional Development Academy are influenced by two federal laws. The Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 (Pub. L. No. 105-332) and the No Child Left Behind Act of 2001 (Pub. L. No. 107-110).

The Carl D. Perkins Vocational-Technical Education Act Amendments of 1998

The Carl D. Perkins Vocational–Technical Education Act Amendments of 1998 (Pub. L. No. 105-332) was signed into law on October 31, 1998. This legislation continued authorization for The National Centers for Career and Technical Education. The Centers were charged with carrying out research related to developing, improving, and identifying the most successful methods for addressing the education, employment, and training needs of participants in vocational and technical education programs. The research and evaluation were to be in activities such as:

- the integration of vocational and technical instruction, and academic, secondary and postsecondary instruction;
- education technology and distance learning approaches and strategies that are effective with respect to vocational and technical education;
- state-adjusted levels of performance, and state levels of performance that serve to improve vocational and technical education programs and student achievement; and
- academic knowledge and vocational and technical skills required for employment or participation in postsecondary education.

Additionally, the Centers were to carry out research, dissemination, and professional development to increase the effectiveness and improve the implementation of vocational and technical education programs, including conducting research and development, and studies, providing longitudinal information or formative evaluation with respect to vocational and technical education programs and student achievement.

The Centers were also required to carry out research, dissemination, and professional development that could be used to improve teacher training and learning in the vocational and technical education classroom, including:

- effective in-services and preservice teacher education that assist vocational and technical education systems; and
- dissemination and training activities related to the applied research and demonstration activities, including serving as a repository for information on vocational and technical skills, state academic standards, and related materials.

In addition, the Centers were asked to carry out such other research as the Secretary determines appropriate to assist state and local recipients of funds under this Act.

The Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 Pub. L. No. 105-332 also required each state to identify core indicators of performance that include, at a minimum, measures of each of the following:

- student attainment of challenging state-established academic, and vocational and technical, skill proficiencies;

- state-adjusted levels of performance and State levels of performance such as a secondary school diploma or recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

States, with input from eligible recipients, could also identify in the state plan additional indicators of performance for vocational and technical education activities authorized under the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 Pub. L. No. 105-332. States that had previously developed state performance measures meeting the requirements of core indicators could use these measures to gauge the progress of vocational and technical education students.

No Child Left Behind Act of 2001

The No Child Left Behind Act of 2001 was signed into law on January 8, 2002. This new law focuses on four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Stronger accountability for results requires states to be responsible for having strong academic standards for what every child should know and learn in reading, math, and science for elementary, middle schools and high schools. Beginning in the 2002–2003 school year, schools are required to administer tests in grades 3–5, grades 6–9, and grades 10–12 in all schools. Beginning in the 2005–2006 school year, tests will be administered every year in grades 3–8. Beginning in the 2007–2008 school year, science achievement will also be tested.

Increased flexibility and local control gives states and local school districts greater say in using the federal education dollars they receive every year. Local people will have more say about which programs they think will help their students the most. Additionally, No Child Left Behind (NCLB) simplifies programs, so that schools don't have to cut through as much red tape to get and use federal funding.

Expanded options for parents provide new ways to help students, schools, and teachers. It gives parents options for helping their children if they are enrolled in chronically failing schools. New parental choices will be available starting in the 2002–2003 school year for students enrolled in schools identified as failing.

Emphasis on teaching methods that have been proven to work allows the targeting of education dollars to research-based programs that have been proven to help most children learn. Federal dollars will be tied to programs that use scientifically proven ways of teaching children to read. Schools and teachers will get a boost from funds allowing schools to promote teacher quality through training and recruitment.

The NCLB also includes an emphasis on using practices grounded in scientifically based research to prepare, train, and recruit high-quality teachers. NCLB also requires that all teachers in core academic areas meet the requirements of being highly qualified by 2006. Highly qualified teachers will have to be licensed by the state, hold at least a bachelor's degree, and demonstrate competence, as determined by that state, in their subject area. The Act also defines the qualifications needed by teachers and paraprofessionals who work on any facet of classroom instruction and requires that states develop plans to achieve the goal that all teachers of core academic subjects be highly qualified by the end of the 2005–2006 school year. States must include in their plans annual, measurable objectives that each local school district and individual school must meet in moving toward the goal; and they must report on their progress in the annual report cards.

Relationship of the Requirements of the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 and the No Child Left Behind Act of 2001

There is a great deal of similarity between the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 and the No Child Left Behind Act of 2001. The relationships between the requirements for the National Centers in the Carl D. Perkins Act and the Basic Principles of the No Child Left Behind Act are presented in Figure 1.

Carl D. Perkins Requirements for the National Centers	**No Child Left Behind Basic Principles**			
	Improving Accountability and Testing	Increasing Flexibility and Local Control	Expanding Options for Parents	Developing Programs that Work
Integration of Vocational and Technical Instruction			X	X
Education Technology and Distance Learning		X	X	X
State Performance Measures	X			
Academic Knowledge and Vocational and Technical Skills	X	X		
Improve Teacher Training and Learning in the Vocational and Technical Education Classroom	X	X		X

Figure 1. Relationship of the requirements for the National Centers in the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998and the basic principles in the No Child Left Behind Act of 2001.

Carl D. Perkins Core Indicators of Performance Requirements	**No Child Left Behind Basic Principles**			
	Stronger Accountability for Results	Increased Flexibility and Local Control	Expanded Options for Parents	Teaching Methods Proven to Work
Student Attainment of Academic, and Vocational and Technical Skill Proficiencies	X			X
Student Attainment of Secondary School Diploma or its Recognized Equivalent, a Proficiency credential in conjunction with a Secondary School Diploma, or Postsecondary degree or Credential	X	X	X	X
Placement in, Retention in, and Completion of Postsecondary Education or Advanced Training, Placement in Military Services or Placement or Retention in Employment	X	X		
Student Participation in and Completion of Vocational and Technical Education Programs that Lead to Nontraditional Training and Employment	X		X	

Figure 2. The relationship between the indicators of performance requirements in the Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 and the basic principles of the No Child Left Behind Act of 2001.

The attention being given to teacher quality by policymakers, researchers, and the media is high, and attaining teacher quality is not a simple task. The debates about teacher quality and how to produce quality teachers have been intense and have created numerous policy decisions at the local, state, and national levels. In some schools, teachers receive increased salaries if their students score high on state proficiency examinations. Some states are rewarding teachers with large salary increases if they meet the requirements of the National Board for Professional Teaching Standards. Other states, in order to meet the high demand for teachers, are changing the licensing requirements for entering teaching and are offering alternative certification for individuals who have not taken teacher education courses. Other approaches to increasing teacher quality included requiring a master's degree or a major in the subject a teacher plans to teach. Most of these efforts were designed to manipulate inputs, with the hope that inputs will lead to improved student academic and technical performance. However, recent studies have concluded that what we do in education does matter–teachers do make a difference in how their students achieve. Federal guidance related to the highly qualified teacher provisions of the No Child Left Behind Act of 2001 stated, "only vocational education teachers who teach core academic courses are required to meet the definition of a highly qualified teacher." In addition, guidance has also been released regarding how alternative certification is affected by the new provisions of NCLB, and stated, "any teacher who has obtained full state certification (whether he or she has achieved certification through traditional or alternate routes), has a 4-year college degree, and has demonstrated subject matter competence is considered to be "highly qualified. Teachers who are participating in an alternate route program may be considered to meet the certification requirements of the definition of a highly qualified teacher if participants in the program are permitted by the state to assume functions as regular classroom teachers and are making satisfactory progress toward full certification as prescribed by the state and the program." Career and technical teacher educators need an opportunity to discuss issues related to improving the quantity and quality of teachers at the secondary and postsecondary levels.

DESCRIPTION OF INSTITUTE

The 2003 National Teacher Education Institute for Career and Technical Teacher Education (CTTE) was held in Scottsdale, AZ on February 3–5. The theme of the Institute was: *Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers*. This theme was selected based on suggestions received from the participants at the 2002 National Teacher Education Institute, also in Scottsdale AZ. Individuals representing colleges and universities, community colleges, K–12 schools, regional education agencies, state education agencies, national organizations, state teaching certification/licensing agencies, labor groups, business and industry, community organizations, and educational consultants were invited to attend.

The program was arranged around four strands: (a) increasing the academic and technical achievement of teacher candidates, (b) increasing collaboration and flexibility, (c) providing options for increasing the supply of teachers/faculty and (d) designing CTTE programs that work. It was the intent of the National Dissemination Center for Career and Technical Education that the 2003 CTTE Institute be expanded to include all individuals who support the educational

process by providing a forum for the presentation, consideration, and augmentation of scholarly work and reflective dialogue.

The specific objective for this activity was to conduct a 2003 National Teacher Education Institute for Career and Technical Teacher Education (CTTE), *Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers,* that addressed:

- increasing the academic and technical achievement of teacher candidates,
- increasing collaboration and flexibility,
- providing options for increasing the supply of teachers/faculty, and
- designing CTTE programs that work.

Four different session formats were used at the Institute: Individual Papers, Roundtables, Poster Displays, and Symposia. Session format suggestions were made at the 2002 National Teacher Education Institute.

Individual paper presentations around the four program strands allowed participants to share their work. Each presenter had 20 minutes to do their presentation. A discussant then reviewed each presentation and encouraged interaction among the session attendees.

Roundtable discussions were conducted in order for presenters to discuss and explore their work in larger contexts. The work presented was at a stage where the presenters would benefit from feedback and critical input before moving to the next level of developmental work. These sessions were allotted 30 minutes, of which most of the time was interactive.

Poster displays provided the opportunity for participants to share exciting developments regarding innovative teacher education and professional development activities being conducted in their programs, departments, and colleges. Poster displays allowed information to be presented concisely and visually for viewers to take in quickly. The selected posters were displayed throughout the Institute.

Symposiums provided an opportunity for presenters to deliver diverse viewpoints on an issue of major importance or an in-depth description of a major issue or practice. Each session was allotted 2 hours, of which most of the time was devoted to presenting alternative views and participant interaction.

A call for presentations was distributed via the website and a postcard mailing. A total of 45 proposal submissions were completed via the web site. A peer review process was conducted on each proposal. Peer reviewers were solicited through the 2002 TEI listserv and other listservs of NDCCTE (see *Appendix A).* There was a high response to participate as a reviewer. Proposals were evaluated based on the following criteria: session format, session topic, quality, clarity, and Institute participant-centeredness. Each proposal had three reviews, and the scores were averaged *(see Appendix B–D).* An agenda for the institute was then created using the 32 accepted proposals grouped by session format and strand *(see Appendix E).* There were 118 Institute participants representing 28 states and 2 countries (see *Appendix F).*

ISSUES AND IMPLICATIONS

Upon conclusion of the paper presentations and symposia, time was allocated on the 2nd day of the Institute for reflection and dialogue regarding the information that had been shared in each of the strands: increasing the academic and technical achievement of teacher candidates, increasing collaboration and flexibility, providing options for increasing the supply of teachers/faculty, and designing CTTE programs that work.

These sessions provided participants a strategy for summarizing what had been shared, identifying issues for each strand, and determining implications for policy and practice which should be addressed. Three questions were addressed by each group: (a) What important issues/concerns did you identify? (b) What are the implications for CTE teacher preparation programs? and, (c)What are the implications for policies?. The responses for each strand follow below.

Stand: Increasing the Technical and Academic Achievement of Teacher Candidates

Issues

- How do we integrate national program standards with state standards?
- How do we eliminate the second-class image of career and technical education teachers who don't hold bachelor's degrees?
- How can we prepare students for the jobs of the future that require postsecondary education, when many teachers don't have postsecondary educations?
- What is secondary career and technical education? Will all career and technical education be at 2-year institutions and no longer offered at grades 9–12?
- How can we have career and technical education represented at comprehensive school improvement meetings (K–12)? Career and Technical Education people are not at (or invited to) the table because discussion on continuous school improvement plans is focused on academic achievement, and career and technical education is misperceived as not addressing academic achievement.
- Where will we recruit/develop future career and technical education teachers with knowledge of the need for academics (core-subject-content mastery)?

Program Implications

- Promote and implement National Board Certification standards for career and technical education
- Continue to offer degree-completion programs for teachers do don't have them. Need anytime/any place offerings while simultaneously maintaining the integrity of program(s). This will require more individualized offerings and varying mediums for delivery.
- Develop incentives to support 9–12 career and technical education through programs. Also need to support academics that are mutually supported and attended by both/all levels.

- Provide institutes on academic achievement that do not exclude career and technical education.
- Collaborate with high schools to develop pre-teaching academies for 11th–12th graders

Policy Implications

- Develop a national standard for teaching to which all teachers will be held accountable
- Emphasis on NCLB interpretation(s) of "no teacher without a degree"
- Initiate high-stakes teacher testing to bring credibility to career and technical education (competency testing)
- Include Career and Technical Education licensure at the state level that recognizes potential funding under old and new laws
- Offer incentives for industrial partnerships in degree completion, and incentives to individuals to receive degree(s)

Strand: Increasing Collaboration and Flexibility

Issues

- How can we develop more collaboration with other disciplines?
- How can we develop more integration between career and technical education and academic areas?
- How can we establish more collaboration on career and technical teacher education research?
- How can we establish more collaboration between career and technical education /academic research, and academic/career and technical education student outcomes?

Program Implications

- Provide greater recognition of academic preparation across all areas of career and technical education
- Establish positive rewards for team teaching and planning
- Develop more 2+2 models with support from business and industry
- Collaborate on programs and efforts—*We will not survive* if we don't

Policy Implications

- Support statewide articulation
- Reward institutions that collaboratively plan programs that allow for efficient transfer of credit between them

Strand: Providing Options for Increasing the Supply of Teachers/Faculty

Issues

- How can prior learning experiences be identified, documented, and used?
- How can quality mentoring programs be established?
- How can we recruit new sources of teachers?

- How do we develop alternative pathways to teaching, yet maintain integrity?
- What is the role of 2-year colleges in teacher education?
- How can we develop better inter-institution collaboration?
- How do we develop articulated programs from one institution to another?
- How do we get existing systems to support change?
- What is the vision for career and technical education?
- How can we become more proactive, rather than reactive?
- What is meant by a "high-quality teacher" in career and technical education?
- How can we create teaching as a valued profession? Can we develop an "environmental impact statement" for teaching?
- How can we develop more flexible majors and degrees?
- What is appropriate for teaching—using distance education vs. face-to-face instruction?

Program Implications

- Establish collaboration, build trust, and encourage risk taking in designing new options
- Document and assess prior learning experiences
- Develop more flexible scheduling of programs
- Make the certification pathways clearer
- Retain the teachers we have
- Determine the role of 2-year colleges in teacher education
- Replace the teacher educators who are retiring
- Provide training for the administrators and cooperating teachers essential for developing quality mentoring programs

Policy Implications

- Develop more creative use of resources i.e., money, time
- Support and reward systems that prepare teachers
- Change systems to be more flexible
- Make it easier to transfer credit from one institution to another
- Provide stronger preparation of mentors
- Develop policies that support recruitment, retention, and diversity
- Develop more training and checks along the way to help individuals avoid the high-stakes failure at the end
- Assemble stakeholders and teacher educators to collaborate on multiple, accessible, and seamless pathways to achieve rigorous teacher preparation standards with effectiveness based on evidence that outcomes have been achieved

Strand: Designing CTTE Programs That Work

Issues

- How can quality teachers be prepared online?
- What is the role of teacher education in the continuing education of teachers?
- How do we recruit and prepare enough teachers?
- How do we create reflective teachers at both the master's and bachelor's levels?
- How can teacher education be broadened to include community colleges?
- How can effective teacher education be funded?
- Is career and technical teacher education needed?
- How can teacher education programs based on PRAXIS be developed?

Program and Policy Implications

Note: This group did not respond to questions 2 and 3. They focused their efforts on identifying issues.

The final morning of the Institute, the summaries were presented to the entire group of participants of comments/additions from further information shared since the summary sessions, and discussion for how to proceed in the future to maintain dialogue and interaction among those interested and concerned about career and technical teacher education.

EVALUATION

The Institute concluded with a request for the evaluation form to be completed. An evaluation report of the Institute is included here *(see Appendix G)*. A copy of the evaluation instrument is also found in that report *(see Appendix H)*.

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APPENDIXES

Appendix A

Date: Mon, 16 Sep 2002 10:49:38 -0400
To: tei2002@lists.acs.ohio-state.edu, AAAE, Career Tech. Adlt. & Vo. Ed, UCWHRE Members
From: "N. L. McCaslin" <mccaslin.2@osu.edu
Subject: Teacher Education Peer Reviewers Needed
Cc: Rebecca Parker <parker.304@osu.edu

We are requesting volunteers to be peer reviewers for the proposals submitted for consideration at the National Career and Technical Teacher Education Institute to be held February 3–6, 2003. Each proposal is no more than three single-spaced pages and includes a brief statement of Institute participant outcomes, background and rationale for the proposal, synthesis of related literature, problem statement, methods, and contribution. Proposals will be reviewed using a blind review process from volunteers solicited by the Professional Development Academy. Proposals will be evaluated based on the following criteria: session format, session topic, quality, clarity, and Institute participant-centeredness.

We will need approximately 25 reviewers for this process, and each reviewer will receive no more than five proposals. We plan to send the proposals out to the reviewers no later than September 27 and will need responses by October 18. We appreciate your willingness to help us on this effort.

If you are able to help us in this effort, please respond to Matt Maurer (maurer.67@osu.edu).

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Visit us at: http://www.nccte.com

"The society which scorns excellence in plumbing as a
humble activity and tolerates shoddiness in philosophy because it is an
exalted activity will have neither good plumbing nor good philosophy:
neither its pipes nor its theories will hold water."

– John W. Gardner

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CTE CAREER & TECHNICAL EDUCATION — NATIONAL DISSEMINATION CENTER — THE OHIO STATE UNIVERSITY

September 25, 2002

Dear Reviewer:

Thank you for agreeing to serve as a reviewer of proposals for the 2003 National Career and Technical Teacher Education Institute. Enclosed in this packet you will find the following:

- The proposals to be reviewed along with a proposal evaluation form for each. Please follow the directions on the forms when reviewing each document.
- An addressed and stamped envelope in which to return all documents.

Please complete all evaluation forms and return those, as well as the proposal documents, in the envelope provided no later than October 18, 2002.

We are very excited and eager to be working with you on this project, and look forward to your assistance in this significant portion of the conference preparation process. As always, should you have any questions regarding the review process, or any other portion of the Institute, please feel free to contact the Professional Development Academy office at 614-292-9807, or email myself <maurer.67@osu.edu> or Cherie Jarvis <jarvis.2@osu.edu>.

Sincerely,

Matthew J. Maurer
Graduate Research Associate
National Dissemination Center for Career and Technical Education

Enclosures

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Appendix C
National Career and Technical Teacher Education Institute
Proposal Evaluation Form

Evaluator Number: _____ Paper Number: _____

Proposal Title:

Please rate the attached proposal using the following criteria. The criteria are defined on the back of this page. Please **CIRCLE** the number that most nearly reflects your rating for each criterion listed, using the following scale:

1 = Poor 2 = Weak 3 = Fair 4 = Good 5 = Excellent

Session Format	1	2	3	4	5
Session topic	1	2	3	4	5
Quality	1	2	3	4	5
Clarity	1	2	3	4	5
Institute Participant-Centeredness	1	2	3	4	5
PLEASE ADD AND ENTER YOUR TOTAL SCORE HERE					

What is your recommendation for the proposal? (Circle the number that most clearly reflects your recommendation.)

Definitely Reject	**Probably Reject**	**Uncertain**	**Probably Accept**	**Definitely Accept**
1	**2**	**3**	**4**	**5**

Please provide comments regarding the proposal. Attach a separate page if necessary. (It is important that we share information with the author(s); your comments will be kept anonymous.)

_____

_____

_____

_____

_____

_____

_____

_____

Return to: Matthew Maurer
National Career and Technical Teacher Education Institute
National Dissemination Center for Career and Technical Education
1900 Kenny Rd.
Columbus, OH 43210-1090
Telephone: 614-688-3516, fax: 614-688-3258
e-mail: maurer.67@osu.edu

Definitions of Criteria

Session Format: Is the proposed session format (i.e., Individual Papers, Roundtables, Poster Displays, or Symposiums) appropriate for what the author(s) is/are proposing?

Session Topic: Is the topic appropriate for the Institute theme: *Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers*?

Quality: Does the proposal display a high degree of scholarship in its presentation (i.e., participant outcomes, background and rationale, synthesis of related literature, problem statement, methods, and contribution)?

Clarity: Is the proposal lucid and understandable?

Institute Participant-Centeredness: Will Institute participants have opportunities to explore their interests, to learn, to grow, to receive clear answers to their questions, receive reasoned explanations, and interact with the presenter(s)?

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CONSORTIUM PARTNERS

The University of Illinois

University of Minnesota

The Ohio State University

Oregon State University

The Pennsylvania State University

Associate Partners

Academy for Educational Development

Johns Hopkins University

October 21, 2002

«FirstName» «LastName»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear «FirstName»,

We would like to take this opportunity to personally thank you for serving as a reviewer for the 2003 National Teacher Education Institute. The thoroughness of your reviews and the promptness of their return were very helpful in the process of finalizing our conference agenda. The proposal review process was a critical component to this Institute, and we greatly appreciate all of the time and assistance you have provided.

Sincerely,

N. L. McCaslin, Director
Professional Development Academy

Matthew J. Maurer
Graduate Research Associate

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Appendix E

Teacher Education Institute 2003 - February 3-5, 2003

Pathways to the Future: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers

Schedule of Events

Monday February 3, 2003

8:00-8:30	**Welcome - Opening - Renaissance Ballroom**
8:40-9:10	**Paper Presentations - Choose one of the following papers:** NOTE: Each paper will be presented twice during the conference.
	Strand: Designing CTTE Programs That Work
	Implications for CTTE Programs: What we've learned from the exemplary CTE program initiative. - Canyon Room A Sheila Thompson, The Ohio State University
	Designing CTTE Programs That Work: A Case Study - Canyon Room B Jamie Cano, James Connors, and M. Susie Whittington, The Ohio State University
	Teacher Induction Programs: Considerations for Design and Implementation - Canyon Room C Richard Joerger, University of Minnesota
	Strand: Increasing Collaboration and Flexibility
	Collaborative Connections: Bringing High Schools and Teacher Education Together - Canyon Room D Ginny Birky, George Fox University (OR)
	Trends In Mentoring Research - Renaissance Ballroom John Van Ast, Iowa State University
9:15-9:45	**Paper Presentations - Choose one of the following papers:** NOTE: Each paper will be presented twice during the conference.
	Strand: Designing CTTE Programs That Work
	Innovation In Faculty Development - Canyon Room A Eileen Riley, Susan Polick, Pittsburgh (PA) Technical Institute
	Professional Development of ITE Teachers Through Learning Circles - Canyon Room B Peggy Leong and Ms Lay Hong, Tan, Institute of Technical Education (ITE), Singapore
	Strand: Increasing Academic and Technical Achievement of Teacher Candidates
	Improving Teaching Effectiveness in Career and Technical Education through Assessment: Implications for Pre-service Education - Canyon Room C Barbara Taylor, Western New Mexico University
9:45-10:05	******* Beverage Break - Renaissance Ballroom Foyer*******

10:10-10:40	**Paper Presentations - Choose one of the following papers:** NOTE: Each paper will be presented twice during the conference.
	Strand: Designing CTTE Programs That Work
	Implications for CTTE Programs: What we've learned from the exemplary CTE program initiative. - Canyon Room A Sheila Thompson, The Ohio State University
	What Do You Do With a Degree in Workforce Education and Development? - Canyon Room B Richard Walter and Cynthia Pellock, The Pennsylvania State University
	Strand: Providing Options for Increasing the Supply of Teachers/Faculty
	Praxis II and III Assessments for Career and Technical Education Teachers - Canyon Room C James Connors, Jamie Cano, and Susie Whittington, The Ohio State University
	Teaching Experiences of Novice Career and Technical Education Teachers - Canyon Room D Sheila Ruhland, University of Minnesota
	Pathway to Survival - A New Teacher Induction Initiative - Renaissance Ballroom Mary Jo Self and Virginia Osgood, Oklahoma State University
10:55-11:25	**Paper Presentations - Choose one of the following papers:** NOTE: Each paper will be presented twice during the conference.
	Strand: Designing CTTE Programs That Work
	Factors Related to the Morale of Agriculture Teachers in Kenya's Machakos District - Renaissance Ballroom John Gowland Mwangi, Egerton University, Kenya
	Using Technology To Aid In The Preparation And Mentoring Of Alternative Certified Career And Technical Teacher Educators - Canyon Room A Tim Andera, South Dakota State University
	Strand: Providing Options for Increasing the Supply of Teachers/Faculty
	Online Credentialing Learning System: An Alternative Model for Developing Career and Technical Teachers - Canyon Room B Teresa Yohon, Colorado State University
	Multiple Pathways to the Goal of Professional Career and Technical Educators - **Canyon Room C** Richard Walter and Cynthia Pellock, The Pennsylvania State University
	Principal as Induction Leader and New Teacher Mentor: One Model for Retaining New Teachers - Canyon Room D Wanda Stitt-Gohdes, University of Georgia
	Serving CTE Teachers via the Web: How is it effective? - Renaissance Ballroom Larry Hudson, University of Central Florida
11:30-12:55	******* Lunch - Main Pool Deck*******
1:00-3:00	**Symposia - Choose one of the following symposia:**

Strand: Designing CTTE Programs That Work

Partnerships for Teacher Learning - Canyon Room A
Dr. Kathleen Szuminski, Instructional Facilitator, St. Clair Technical Education Center (MI); Mr. Frederic Stanley, Director, St. Clair Technical Education Center; Ms. Sally Steinborn, Instructor, Culinary Arts Program, Hospitality Academy at St. Clair Technical Education Center; Dr. Susanne Chandler, Director, School of Education, Ferris State University; Katherine Manley, School of Education, Ferris State University; Ms. Mary Trimmer, President & CEO, Mercy Hospital-Port Huron

On-line Teacher Education: A Choice for the 21st Century - Canyon Room B
Susan Camp, State University of New York at Oswego; Margaret Hill Martin, State University of New York at Oswego; Betty Heath-Camp, Virginia Tech; Jack Elliot, University of Arizona; James E. Bartlett II, University of Illinois at Urbana-Champaign; Christopher Zirkle, The Ohio State University

Strand: Providing Options for Increasing the Supply of Teachers/Faculty

National Partnership Model for Facilitating Teacher Preparation for Family and Consumer Sciences - Canyon Room C
Jan Bowers, Central Washington University

Alternative Certification: Innovative Models to Recruit and Retain Career and Technical Education Teachers - Canyon Room D
Sheila Ruhland, University of Minnesota; Janice Friedel, Iowa Department of Education; Helen Hall, University of Georgia; Sherrie Schneider, Red Rocks Community College, Colorado; and Richard Walter, The Pennsylvania State University

3:00-3:20 ***** Break - Renaissance Ballroom Foyer*****

3:25-5:25 **Symposia - Choose one of the following symposia:**

Strand: Providing Options for Increasing the Supply of Teachers/Faculty

Best Practices: Preparing and Developing Secondary and Postsecondary Career and Technical Education Teachers - Canyon Room A
Carol Mooney, University of Wisconsin-Stout

New Hampshire Education Pathway: The Bridge Between Today's Student and Tomorrow's Teacher - Canyon Room B
Kelly Budd, Keene High School (NH)

Strand: Increasing Academic and Technical Achievement of Teacher Candidates

Creating a System of New Teacher Performance Assessment: Sharing What We've Learned - Canyon Room C
Donna Pearson, Richard Joerger, Julie Kalnin, and Robert Utke; University of Minnesota

Tuesday, February 4, 2003

8:00-8:30 **Paper Presentations - Choose one of the following papers:**
NOTE: Each paper will be presented twice during the conference.

Strand: Designing CTTE Programs That Work

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Designing CTTE Programs That Work: A Case Study - Canyon Room A
Jamie Cano, James Connors, and M. Susie Whittington, The Ohio State University

Professional Development of ITE Teachers Through Learning Circles - Canyon Room B
Peggy Leong and Ms Lay Hong, Tan, Institute of Technical Education (ITE), Singapore

Strand: Increasing Collaboration and Flexibility

Collaborative Connections: Bringing High Schools and Teacher Education Together - Canyon Room C
Ginny Birky, George Fox University

8:40-9:10 **Paper Presentations - Choose one of the following papers:**
NOTE: Each paper will be presented twice during the conference.

Strand: Designing CTTE Programs That Work

Factors Related to the Morale of Agriculture Teachers in Kenya's Machakos District - Renaissance Ballroom
John Gowland Mwangi, Egerton University, Kenya

What Do You Do With a Degree in Workforce Education and Development? - Canyon Room A
Richard Walter and Cynthia Pellock, The Pennsylvania State University

Strand: Increasing Academic and Technical Achievement of Teacher Candidates

Improving Teaching Effectiveness in Career and Technical Education through Assessment: Implications for Pre-service Education - Canyon Room B
Barbara Taylor, Western New Mexico University

Trends in Mentoring Research - Canyon Room C
John Van Ast, Iowa State University

9:15-9:45 **Paper Presentations - Choose one of the following papers:**
NOTE: Each paper will be presented twice during the conference.

Strand: Designing CTTE Programs That Work

Using Technology To Aid In The Preparation And Mentoring Of Alternative Certified Career And Technical Teacher Educators - Canyon Room A
Tim Andera, South Dakota State University

Strand: Providing Options for Increasing the Supply of Teachers/Faculty

Praxis II and III Assessments for Career and Technical Education Teachers - Canyon Room B
James Connors, Jamie Cano, and Susie Whittington, The Ohio State University

Teaching Experiences of Novice Career and Technical Education Teachers - Canyon Room C
Sheila Ruhland, University of Minnesota

Pathway to Survival - A New Teacher Induction Initiative - Canyon Room D
Mary Jo Self and Virginia Osgood, Oklahoma State University

Serving CTE Teachers via the Web: How is it effective? - Renaissance Ballroom
Larry Hudson, University of Central Florida

9:45-10:05	******* Beverage Break - Renaissance Ballroom Foyer*******
10:10-10:40	**Paper Presentations - Choose one of the following papers:** NOTE: Each paper will be presented twice during the conference.
	Strand: Designing CTTE Programs That Work
	Innovation In Faculty Development - Canyon Room A Eileen Riley, Susan Polick, Pittsburgh (PA) Technical Institute
	Teacher Induction Programs: Considerations for Design and Implementation - Canyon Room B Richard Joerger, University of Minnesota
	Strand: Providing Options for Increasing the Supply of Teachers/Faculty
	Online Credentialing Learning System: An Alternative Model for Developing Career and Technical Teachers - Canyon Room C Teresa Yohon, Colorado State University
	Multiple Pathways to the Goal of Professional Career and Technical Educators - Canyon Room D Richard Walter and Cynthia Pellock, The Pennsylvania State University
	Principal as Induction Leader and New Teacher Mentor: One Model for Retaining New Teachers - Renaissance Ballroom Wanda Stitt-Gohdes, University of Georgia
10:55-11:45	**Strand Summaries**
	Designing CTTE Programs That Work - Canyon Room A
	Providing Options for Increasing the Supply of Teachers/Faculty - Canyon Room B
	Increasing Academic and Technical Achievement of Teacher Candidates - Canyon Room C
	Increasing Collaboration and Flexibility - Canyon Room D
11:45-1:10	******* Lunch - On Own *******
1:15 – 4:00	**Roundtables - Renaissance Ballroom**
	Table 1: Early Field Experiences for Career and Technical Pre-service Teachers: One Element of GSTEP (Georgia Systemic Teacher Education Program) Helen Hall, University of Georgia
	Table 2: Improving Student Achievement: Basing Teacher Development Offerings on National Professional Development Standards Robert Berns and Patricia Erickson, Bowling Green State University (OH)
	Table 3: Buckeye Hills Collaborative Partnership: Externship Program Kay Michael and Roberta Duncan, Buckeye Hills Career Center (OH)
	Table 4: Synergistic Efforts Impact Regional Economic Development William McKinney and Neal Eiber, Apollo Career Center (OH)

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Table 5: Developing National Standards for Teachers of Family and Consumer Sciences
Wanda Fox, Purdue University, Patricia Erickson, Bowling Green State University (OH)

1:20 Session 1 - Renaissance Ballroom
1:55 Session 2 - Renaissance Ballroom
2:30 Session 3 - Renaissance Ballroom

3:00-3:20 Snack Break - Renaissance Ballroom Foyer

3:20 Session 4 - Renaissance Ballroom
3:55 Session 5 - Renaissance Ballroom

Wednesday February 5, 2003

8:00-10:00 **Closing - Renaissance Ballroom**

Implication of *Enhancing Professional Practice: A Framework for Teaching* for Career and Technical Teacher Preparation/Professional Development
Charlotte Danielson, Educational Consultant (NJ)

10:30-12:00 **Wrap Up/Next Steps - Renaissance Ballroom**
N.L. McCaslin, The Ohio State University

Entire Conference

Poster Displays - available in the Renaissance Ballroom room throughout the Institute.

PBTT Modules: Addressing Verified Competencies
Robert Norton, The Ohio State University

An Online Professional Development Program for Occupational And Academic Community College Faculty
Steven Aragon and James Bartlett, University of Illinois

Appendix F

List of Participants

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Appendix G

Evaluation of the 2003 National Career and Technical Teacher Education Institute

February 3–5, 2003
(Phoenix AZ)

James W. Altschuld and Yung-Chul Kim

Introduction

The purpose of this evaluation was to examine participants' viewpoints regarding the Institute conducted in February 3–5, 2003. This was the second time the Institute was offered. Unlike the format of the prior year (which was primarily focused on six major papers presented by CTE leaders), and based on participant feedback, this meeting was organized around 4 program themes: (a) increasing academic and technical achievement of teacher candidates, (b) increasing collaboration and flexibility, (c) providing options for increasing the supply of teachers/ faculty, and (d) designing career and technical teacher education programs that work. More opportunities were provided for all participants to present their own papers/ideas at this Institute than in 2002. There were also more diverse activities: paper presentations, round tables, poster displays, and symposia. This report includes a description of evaluation methods and results, as well as suggestions for future related endeavors.

Methods

The survey used to evaluate the Institute was composed of two parts: (a) demographic data such as age, gender, institution employed, degree earned, and years of experience in teacher education; and (b) closed- and open-ended questions. Data collection was carried out during the final day of the 3-day meeting. Thirty-three responses from 85 participants were obtained.

Specifically, the survey contained eight evaluation questions. (See Appendix H for a copy of the instrument). The first six were scaled on a Likert-type scale ranging from 1, (*strongly disagree*) to 5 (*strongly agree*). The last two questions required respondents to express their thoughts. The scaled items dealt with perceptions of: (a) papers in the Institute; (b) the four themes; (c) activities (presentations, roundtables, symposia, and posters); (d) satisfaction with the Institute; (e) the impact of the Institute; and (f) overall perceptions. Frequencies, percentages, means, and standard deviations are reported for the scaled data as observed from the SPSS analysis. Likert data are treated as being at the interval level of measurement with missing values replaced by the mean of all observed values for each item.

The two open-ended questions elicited the information about: (a) beneficial aspects of the Institute, and (b) suggestions for its improvement. The responses were carefully examined, and subsequently grouped into themes.

Results

Demographic Characteristics

For the sake of analysis, two variables (age; years of experience in teacher education) were collapsed into range categories. In terms of age, the majority of the respondents were in the categories of 41–50 and 51–60 years old. The average age of the respondents was 52, with a standard deviation of 7. Of 28 respondents to this question, 20 (71%) were female and 8 (29%) were male. The respondents came mainly from colleges/universities (63%) and school systems (22%). The degree status of all respondents was concentrated at the doctoral and master's levels. The average years of experience in teacher education was 17 years, with a range of from 2 to 35 years. The demographic data from the validated respondents are summarized in Table 1.

Table 1. *Demographic Characteristics of the Respondents* (n = 32)

Variables	*n*	%
Age (Years)		
31–40	1	4
41–50	10	42
51–60	10	42
Over 60	3	12
Gender		
Male	8	29
Female	20	71
Institution Employed		
College or University	20	63
Community College	3	9
School System	7	22
State Education Agency	2	6
Level of Education		
Master's Degree	8	25
Doctorate Degree	22	69
Other (ABD)	2	6
Experience Related to Teacher Education		
1–10 years	11	37
11–20 years	9	30
21–30 years	8	27
Over 31	2	7

The Scaled Questions

A total of 33 respondents answered to the scaled questions. There were six main evaluation questions, with a total of 21 sub-items. As presented in Table 2, the results for each category were consistently positive, with category averages ranging from 3.8 to 4.5. Specifically, 18 out of 21 sub-items received average ratings of 4.0 or higher on a 5-point scale (5 is the positive endpoint). The findings are highlighted as follows:

Papers in the Institute. Papers were rated high across the six sub-items. Twenty-nine (29) out of the 32 respondents perceived that the papers contained substantive ideas for teacher education. The majority agreed or strongly agreed that topics were thought provoking, well written, and well presented. They also felt that papers were based on solid scholarly work. Further, in terms of providing a future direction or long-term vision, the average rating of the papers was 4.2.

The four Institute themes. As a way to organize the Institute, the themes obtained high average ratings ranging from 4.2–4.3. Twenty-seven (27) of the 31 respondents answered that the themes were a reasonable approach for facilitating the Institute. The majority agreed or strongly agreed that the themes were a mechanism for providing meaningful information as well as a coherent focus for teacher education issues.

Activities (Presentations, roundtables, posters and symposia). From the mean value attained for this category (4.3), the respondents believed that the Institute represented a good balance of activities and session types. Twenty-nine (29) out of the 32 responded affirmatively that activities offered enough opportunities to interact (however, see recommendation 2 later in this report).

Satisfaction with the Institute. Twenty-eight (28) of the 33 respondents agreed or strongly agreed that the Institute was a positive learning experience—it was a good sounding board for ideas and a source of new and useful approaches. It was not surprising, then, that the Institute was seen as a good investment of their time.

Impact of the Institute. In this category, evaluators wanted to capture the participants' willingness to change or improve their work based on their experience at the Institute. Considering that the process of change takes time and is an ongoing endeavor, the average rating of this category was expected to be lower (3.8) when compared to other categories. On the other hand, this level of response is viewed as being positive. About 60% of the respondents believed that, as a result of attending the Institutes, they would be able to revise or develop teacher education initiatives and better influence policy.

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Overall perceptions. This category obtained the highest average value (4.5). Almost 94% of the respondents responded positively that the Institute was well managed/organized.

Table 2. *Survey Results of the Scaled Items* (n = 33)

Item Statement	Frequency						*M*	*SD*	*NR*
	1	1.5	2	3	4	5			
1. Papers in this Institute:									
- contained useful ideas for teacher ed	1			2	12	17	4.4	.9	1
- were thought-provoking			1	7	7	17	4.3	.9	1
- were forward in outlook	1		2	4	12	13	4.1	1.0	1
- were well-written				7	11	10	4.1	.8	5
- were well-presented			2	8	10	12	4.0	1.0	1
- were based on scholarly work/research			1	5	14	13	4.2	.8	
Subtotal							**4.2**	**.7**	
2. The Strands of the Four Institute Themes:									
- were a good way to organize the 3 days			1	3	9	18	4.4	.8	2
- provided a coherent general focus for issues			1	4	8	18	4.4	.8	2
- provided useful information			1	5	12	14	4.2	.8	1
Subtotal							**4.3**	**.7**	
3. Overall the Presentations, Roundtables, Posters and Symposiums :									
- were a good mix of activities			1	3	16	12	4.2	.7	
- provided ample opportunities to interact				3	14	14	4.3	.9	1
- provided useful information	1		1	3	14	15	4.3	.8	1
Subtotal							**4.3**	**.7**	
4. The Institute was a:									
- positive learning experience			1	4	9	19	4.4	.8	
- source of new and useful approaches			2	5	9	16	4.2	.9	1
- good sounding board for ideas			1	2	14	15	4.3	.7	1
- wise investment of my time			2	3	11	16	4.3	.9	1
Subtotal							**4.3**	**.8**	
5. As a result of my participation in the Institute, I believe I am now able to:									
- revise teacher education initiatives			2	11	10	8	3.8	.9	2
- develop new teacher education initiatives			1	10	11	8	3.9	.9	3
- better influence teacher education policy			2	11	9	8	3.8	.9	3
Subtotal							**3.8**	**.7**	
6. Overall, the Institute was:									
- well managed		1		1	9	21	4.5	.8	1
- well organized		1		1	9	20	4.5	.8	2
Subtotal							**4.5**	**.8**	
Total							**4.2**	**.6**	

Note. Scale points 1 =Strongly Disagree; 2 = Disagree; 3 =Don't Know; 4 =Agree; 5 =Strongly Agree.
M = Mean; *SD* = Standard Deviation; *NR* =Non-Respondent.

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The Open-Ended Questions

Thirty-one (31) participants provided open-ended responses regarding beneficial aspects of and recommendations for improving the Institute. The complete list can be found in Tables 3 and 4 after the Conclusions/Recommendations section of this report.

Beneficial Aspects of the Institute. The respondents listed networking, interaction, papers/topics, learning opportunities, Institute format , and group discussion as the most salient aspects of the Institute. One key feature was the networking that happened throughout the meeting across all levels of teacher education and all states. Papers/topics were seen as being of high quality and based on research. Another important aspect of the Institute was the opportunity to learn about a variety of teacher education topics, practices, and issues. Examples of the latter were:

- the prevalence of teacher licensure problems (in all states)
- the way that different institutions train and recruit teachers
- the concern about increasing academic and technical achievement of future teachers
- a vision for the future of technology
- seeing and hearing about what others are doing with distance learning

In addition, the respondents were satisfied with the four themes as the format of this Institute.

Improvement of the Institute. The majority of responses regarding improvement were about tight scheduling, with the need for more time for discussion and interaction being expressed. Some adjustment to the schedule would increase the time to interact with presenters and colleagues. Additionally, there were suggestions for future content (e.g., more post secondary related research presentations, more testimonials from new teachers). Related to this, the following comment may be helpful:

> Is it possible to create some think tank groups around specific issues to allow deep, substantive conversation to think deeply about issues–i.e. flexibility of CTE teacher education programs or school-based concerns related to CTE teacher education?

Other suggestions asked that a list of participants be made available in advance of the Institute, and that consideration be given to the careful selection of a hotel, particularly in terms of cost and service.

Conclusions/Recommendations

The Institute ratings, based on scaled and open-ended data, came out very well. The overall perceptions of the Institute were high—an average rating of 4.5 on a five-point scale. The majority of respondents perceived that a critical need related to teacher education was addressed and that their expectations were met. The new format with four themes incorporated into various activities made it possible for participants to actively engage in presenting and sharing their work at the conference. The format provided a coherent focus for important issues and created a lively learning atmosphere.

In terms of these outcomes, the Institute reaffirmed that the core focus of this type of meeting was, and continues to be, valuable for the field. On the other hand, to address teacher education needs on a regular basis and sustain this effort over the long term will be a challenging task.

From the demographic data, the typical respondents were female and had an average age of 52, with 17 years of experience in teacher education. They were mainly at the doctoral/university level. To some degree, it would be desirable to have a more diverse group of stakeholders involved in the Institute.

Given the findings of this evaluation, the following recommendations are presented:

1. Cost is a crucial factor for maintaining this endeavor in times of economic slowdown. The utilization of technology such as a web-based Institute, could be a good alternative to keep the effort going.

2. The Institute successfully used the concept of themes in its organization. Based upon the results obtained in this case, future Institutes should consider incorporating themes into their structures.

3. It should be noted that one aspect of the Institute schedule should be fine tuned. While participants were pleased, they felt that times for activities were too tight, thus limiting their ability to fully network and interact. Slight but carefully placed adjustments in the schedule would be beneficial to improve this situation.

4. Mechanisms such as another teacher education conference and other approaches for continuing and enhancing the dialogue generated in this instance would be useful. Project staff should consider ways to update participants, not only to continue the dialogue, but also to build on it.

5. The open-ended comments collected in the evaluation contained suggestions for program improvement and facilitation. They should be reviewed by project staff with a view toward future program development.

Table 3. *List of Responses to Open-Ended Question 7* (Beneficial Aspects)

Themes	Responses
Networking/Interaction	Interaction/dialogue/new ideas The opportunities to interact with colleagues nationwide Networking one-to-one with colleagues Provided an opportunity to further acquaint us with other professionals in CTE at all levels of teacher preparation. Opportunities to network Interactions with CTE educators from other states Interaction with others Meeting others and making connections Meeting with diverse program providers Opportunity to collaborate with others in teacher education Interactions/exchanging ideas/discussion Opportunity for interaction Networking Hearing ideas and networking, of course
Papers and Presenters	Good, research-based information Quality research based practices/sharing Variety of presentation topics (i.e., secondary and post secondary information) All the information I received _____ was a delight—would like to hear more from her. Hearing from presenters/interaction/_____ Paper presentations—very professional! I enjoyed the paper presentations Many excellent presentations _____'s presentation Enjoyed the paper presentations Keynote on last day–excellent _____'s presentation
Learning Opportunity	The excellence of the learning experience The opportunity to learn regarding the evaluation of the teacher development program at my university. I found the "Increasing the academics and technical achievement of teacher candidates" very helpful, as I continually update curriculum in my program. Time to consider and synthesize new information as it applies to my situation Confirmation of what is being done & how it is being done. Problem solving regarding common issues

	Sharing different strategies to deliver CTE teacher education The opportunity to learn about issues and initiatives around the country (and the world) These conferences provide an opportunity to affirm practices at our university. Hearing " best practices" from different perspectives
Topics and Issues	Teacher licensure problems are in all states (consistent conversation) Curriculum initiative and alternative licensure approaches Dealing with issues proactively The way that different institutions train and recruit teachers The concern about increasing academic and technical achievement of future teachers A vision for the future of technology Seeing and hearing about what others are doing with distance learning The congruent presenters who modeled/presented their process, i.e., ITE Singapore, Pathway to Survival Oklahoma, synergistic efforts at Apollo Career Center
Institute Format	The manner in which it was organized and managed I appreciate the methodical effort implemented to select presentations and place them within excellent themes The "strand" concept—it really helped me make wise choices in using my time Great format to pick up interesting topics I liked the format very much (a.m. paper presentations with p.m. symposia) I also liked that presentations were only 30 minutes, because it forced speakers to get to the point. But the short sessions restrict discussion and idea sharing.
Activities	Discussions impromptu The small-group discussions Strand discussion Numerous workshops
Accommodations	Accommodations good, except cold patio. (Sunny spot had no chairs. I liked being outside.)

Table 4. *List of the Responses to Open-Ended Question 8* (Improvement)

Themes	Responses
Program Facilitation	**Shorten the Length of Time in Symposia Sessions/ Presentations**
	Liked 30-minute sessions, but need 10 minute between for set-up (5 minutes too short)
	Two of the afternoon seminar sessions were much too long. Same presenters very verbose
	Sessions went too late on Monday. Hard to sit through two 2-hour sessions on Monday afternoon
	Change the afternoon sessions to 45 minutes
	Format of sessions began to repeat on Day 2
	Symposia were great, but too long, one–1–11/2 hours instead of 2
	Need more time between sessions
	At least one working/dialogue session as a group would have been better
	Two 2 hr symposiums on Monday p.m.—too much
	2 hours is too long for a session. Might be good to structure a session where half of it is presentation followed by a semi-structured discussion by participants.
	Presenters tended to go over their time limits
	Police end-time for presentations
	Give speakers consistent guidelines (length of presentation vs. discussion, handouts)
	Panel presenters need to confer (and compare) their individual presentations—some presenters were long-winded and blowhards—(Yawn)
	More Time for Discussion/Interaction
	More small group discussions
	Might be useful to discuss _____'s framework in sessions
	Learning—more time for interaction in sessions
	Need time to interact with colleagues and go to the bathroom and not be late to the next session
	Provide for discussion of implications and implementation
	More discussion time, and time for Q&A
	_____'s work in work session
	Some evening activities to continue the dialogue
	Make 45 minutes workshops—30 minutes too fast and eliminates discussion time (although I gained lots of information)

Increase the length of paper presentations to ¾ hour
Half hour not adequate time for papers

Suggestions for Program Facilitation

Mixing the format types would be beneficial. Overall conference was good!
One or two more large group presentations
I would suggest that rather than repeating the a.m. papers for two days, schedule the roundtables for the second morning, put the guest speaker on the second afternoon, then wrap up after that. People could then learn, and thus not potentially miss several days of their teaching assignments at home.
Roundtables, for effectiveness, all designed for 5–10 people, with discussion questions, and not all discussions in the same room.
Fewer presentations, more time for discussion
Send an email to those registered with details such as registration time and location, meals planned (dietary needs), final program, and dress guideline.
Add a roundtable session for program areas. This would enhance understanding of what others in my program area are doing with CTE issues.
Choices for roundtable (3 choices of 5 for each)
Setting was actually good for size of group—but maybe attached to a mall for eating, as everyone did not have an auto. "Pickle barrel" type open discussion sessions. ("Picklebarrel" refers to gathering around the pickle barrel to share ideas and discuss issues.)
If you are closing at noon, leave it at noon or I could have gotten a return home flight today, this bothers me at meetings, when those involved know ending time is earlier, but audience does not.
Don't use newspaper (size) print in Powerpoint or Word, or make it so all can see real words
Abstracts for each presentation. In many cases, the titles were not descriptive enough to determine if the topic was something I needed. Marketing of the symposium to bring more educators together.
Don't allow presenters to read their presentation—several did this, and there is no excuse for this type of presentation. When you select presenters, ask them method of delivery.

Provide Roster Prior to the Institute

We need participant list with emails sent to all
Distribute roster
Provide a list of the participants, addresses, phone, email
I would like to have a contact list for others in attendance, to be

	able to engage in further peer problem-solving Please include participant list in packet
Future Content Suggestions	More postsecondary presentations + research Better balance of CTE issues for postsecondary and universities, vs. secondary. Roundtables had very little for colleges. Produce a paper as a result of sharing, which can be provided to policymakers Continue to bring new teachers—we need to hear "testimonials" regarding what teacher ed does Is it possible to create some think tank groups around specific issues to allow deep, substantive conversation to think deeply about issues—i.e., flexibility of CTE teacher education programs or school-based concerns related to CTE teacher education We talked and heard about teacher education process, but we did not really talk about content—what do teachers need to know and be able to do? How can we, as teacher educators, help them learn those skills? e.g., How do you teach a tradesperson to teach reading and math? Also limit roundtables to emerging teacher ed topics. Table 4 was not about why we are here. Other tables were not new. We don't talk about impact of teachers on their students (teacher quality).
Accommodations	Better facilities This hotel was very inconsistent with rates/type of room provided when checking in. Some were asked to pay $20 for an upgrade; others were just given the upgrade. Housing people closer together: we were isolated. Not sure what required $249 gave, other than breaks and one lunch. Budget will not permit future attendance to the Institute. Less expensive housing next year Price of food here is too high We need to optimize the benefits received from fairly strong/high registration cost (available early a.m. refreshments 8:00, meals) Beverages available at all breaks Limit afternoon treats Provide lunch each day Under " creative comforts," please have coffee and tea first' thing in the morning. Waiting until 10 a.m. was tough. Morning sessions: coffee at 8 a.m. rather than snack breaks
Others	I am using the information to collaborate with teacher education institutions and provide staff development to K–12 CTE teachers. Are there others in my role that might attend future

conferences?

Our critics would say this is an indication that we are protecting ourselves and that we are behind, rather than ahead of the curve. _____ is right. You can't lead what is going faster than you are—and we're sniffing fumes.

Appendix H
National Career and Technical Teacher Education Institute
Scottsdale, AZ
February 3–5, 2003
Evaluation Form

Part 1: Your perceptions will be helpful in evaluating the Institute and planning future efforts. Circle your responses to the first six items (1=strongly disagree, 3=undecided, 5=strongly agree), and answer the open-ended questions. Only grouped data will be reported. Thanks.

	Strongly Disagree				Strongly Agree
1. Papers in this Institute:					
- contained useful ideas for CTE teacher education	1	2	3	4	5
- were thought-provoking	1	2	3	4	5
- were forward in outlook	1	2	3	4	5
- were well-written	1	2	3	4	5
- were well-presented	1	2	3	4	5
- were based on scholarly work/research	1	2	3	4	5
2. The Strands, increasing the academic and technical achievement of teacher candidates, increasing collaboration and flexibility, providing options for increasing the supply of teachers/faculty, and designing CTTE programs that work					
- were a good way to organize the 3 days	1	2	3	4	5
- provided a coherent general focus for issues	1	2	3	4	5
- provided useful information	1	2	3	4	5
3. Overall, the presentations, roundtables, posters, and symposiums:					
- were a good mix of activities	1	2	3	4	5
- provided ample opportunities to interact	1	2	3	4	5
- provided useful information	1	2	3	4	5
4. The Institute was a:					
- positive learning experience	1	2	3	4	5
- source of new and useful approaches	1	2	3	4	5
- good sounding board for ideas	1	2	3	4	5
- wise investment of my time	1	2	3	4	5
5. As a result of my participation in the Institute, I feel I am now able to:					
- revise teacher education initiatives	1	2	3	4	5
- develop new teacher education initiatives	1	2	3	4	5
- better influence teacher education policy	1	2	3	4	5
6. Overall, the Institute was:					
- well managed	1	2	3	4	5
- well organized	1	2	3	4	5

7. What were the most beneficial aspects of the Institute?

8. What suggestions and thoughts do you have for improving the Institute?

Part 2: Background Information.

1. Age: _____ **2. Gender:** _____ M _____F

3. You are from a:

____ College or University
____ Community College
____ School System
____ State Education Agency
____ National Organization
____ Other (please specify) _____

4. Highest Level of Education Completed:

____ B.S. Degree
____ M.S. Degree
____ Other (please specify) _____
____ Specialist Certificate
____ Doctoral Degree

5. Years of Experience Related to Teacher Education: _____

THANKS!!!

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